

Dale Tillery Summer Institute for
Community College Leadership and Innovation
U.C. Berkeley, August 9-12, 2009

Planning for Systemic Change in Implementing the Basic Skills Initiative

The Tillery Institute, sponsored by the University of California, Berkeley's School of Education, and in conjunction with the Basic Skills Leadership Institute and the Carnegie Foundation for the Advancement of Teaching, is presenting a three-day workshop for community college teams who are focused on implementing the most effective practices to achieve student success in basic skills.

The institute will provide training in the use of Cal-PASS (California Partnership for Achieving Student Success) data (which are currently available to all California community colleges) for identifying student issues in retention and success, how to identify the more effective practices to address the student issues, and how to measure the outcomes of such practices. This Institute will be particularly useful during these times of budget reductions, when implementation plans will come under greater scrutiny and justification, and under growing demands for accountability.

Participant Activities

1. Analyze keynote speaker remarks with your teammates and apply to your college.
2. Participate in plenary sessions by asking questions and engaging in conversations.
3. Evaluate strategies presented during the plenary sessions and discuss the most promising with your teammates.
4. Consider in-class and out-of-class interventions to improve student successes in basic skills courses and discuss with your teammates.
5. Rough out an implementation plan for strategies you and your teammates agree upon.
6. Put the finishing touches on the plan with the participation of all your teammates.
7. Share your plan with other colleges attending the institute

Participant Outcomes

1. Analyze the status of basic skills education at your college using student outcome data.
2. Identify problem areas in basic skills education at your college
3. Investigate strategies to alleviate problems.
4. Select interventions, based on research, to try at your college.
5. Prepare an action plan to implement interventions.

Deliverable

An implementation plan agreed upon by your teammates and one that has a high probability of gaining acceptance by colleagues back at your campus. The plan should contain the following components:

1. A brief problem statement(s)
2. Detailed intervention strategies
3. Identification of who is to carry out the interventions
4. A timeline for implementation
5. A description of resources needed to implement the strategies
6. An evaluation component for each strategy

College should identify teams of 3-5 participants, including appropriate administrators and faculty members, both teaching faculty and counselors.

The Institute will begin with Prof. Uri Treisman, noted math educator and professor of mathematics and public affairs, University of Texas, Austin and Executive Director of the Dana Center, and remarks by Prof. Norton Grubb, noted researcher and author on community colleges and David Gardner Chair in Higher Education, University of California, Berkeley. Professor Grubb is the director of the Dale A. Tillery Institute.

The workshops will be conducted by professional coaches (Bernadine Chuck Fong, president emerita, Foothill College; Bill Piland, professor of education emeritus, San Diego State University, and Brad Phillips, executive director, Cal-PASS) experienced in implementing basic skills implementation plans at over a dozen community colleges throughout the country.